

Role of Online Learning to maintain Student's Satisfaction during COVID 19 lockdown: A study of Indian University / Colleges

Mr. Manoj Bansal^{1*}, Dr. Satinder Kumar², Mr. Pankaj Sharma³, Ms. Geetanjali Goyal⁴

¹ Research Scholar, School of management studies, Punjabi University, Patiala, India.

Email: manojgeetu1@gmail.com

² Assistant Professor, School of management studies, Punjabi University, Patiala, India.

Email: kumarsatinder1981@gmail.com

³ Senior research fellow, S D School of Commerce, Gujarat University, India.

Email: sharmapankaj12011996@gmail.com.

⁴ Ex. Student of education deptt. Chaudhary Devi Lal University, Sirsa

Abstract - The purpose of this paper is to explore the factors of online learning basically those are necessity in lockdown period for the student's satisfaction during lockdown due to COVID19 and their impact on student's satisfaction. Classroom study has entirely been closed and students are studying from their home through the online methods. By the existing literature review five factors were identified (i) availability of study material (ii) User friendly Resources (iii) Covering Syllabus (iv) Extra Time (v) Easy Accessibility. 527 respondents were taken from across the country (India) to conduct the study. The random sampling method has been used for collecting the samples. The analyzed data indicates that the overall satisfaction of students by online learning mainly depends on five factors. To meet objective data were collected through questionnaire and to make data more meaningful and understandable analyzed through suitable statistical tools viz. regression, mean, standard deviation, and counts with the statistical software SPSS 22.0. R-Squared value is .571, this indicates that the explained variance of overall satisfaction is 57.1 percent and the rest of the variance of overall satisfaction is unexplained. The study found that the overall satisfaction of the students $r^2=.57$ and model is statistically fit means online learning moderately satisfied with the students.

Key words - Online learning, COVID19, Lockdown.

-----X-----

INTRODUCTION

COVID-19 is a disease known as another name coronavirus. The sickness was found in China in December 2019 and has since spread far and wide, causing an exceptional general wellbeing emergency. The novel Corona Virus (COVID-19) has marked its existence in India and several other countries resulting in an outbreak of sharp catching pneumonia. According to the Indian Council of Medical Research (ICMR), there are 42,836 cases as of 4th May 2020. India also affected and turns out to be the 15th most-affected among the 187 nations with coronavirus cases. The country experienced its first lockdown on 24th March 2020. The pandemic brought not just the danger of death from the viral disease yet in addition horrendous mental strain to individuals in India and the

remainder of the world. Predetermined, however unknown assumptions for online courses by the two students and teachers are significant development coordinators for explaining understudy fulfillment. (Dziuban et al., 2020). The study recommends 11 plan standards around five regions: program plan, assistance, instruments and materials, measure documentation and sharing and feedback (Kim et al., 2020). Schools' arrangements of disconnected and online distance educating and schoolwork checking essentially increment the time youngsters spend on home learning and relieve the vast majority of the impediments (Bayrakdar & Guveli, 2020). Study proposed that the psychological well-being of students ought to be observed during pandemics (Cao et al., 2020). The discoveries of the examination mirror the effect of E-learning,

understudies' revenue in utilizing E-learning assets, and their performance (Radha et al., 2020). It is clarifies the adequacy of online classes, e-learning teaching method, and its result through organized subjective investigation (Dutta, 2020). The following significant difficulties were the adjustment in the method of instructing to online talks and telecommuting. In light of these difficulties, a bunch of short- and long-term recommendations were proposed (Izumi et al., 2020). Reasonable appraisal of understudies' insight in e-learning may give a decent point of reference in the execution of full web based learning because of actual segregation brought about by the COVID-19 pandemic, which then again should be possible with the technique for mixed learning in the New Normal (Krishnapatria, 2020). To beat the persisting academic disturbance influence and thusly guarantee the resumption of instructive exercises and talks as a typical course of strategy in the schooling framework (Mishra et al., 2020).

Classroom study has entirely been closed and students are studying from their home through the online methods. Online guidance implies the path toward taking a course, increasing a degree, or checking out some other kind of educational endeavor by methods for web relationships rather than up close and personal. Online learning is totally internet-based, they are using various apps like google classroom, Zoom, Webex, etc for online study. The online training includes countless points, branches of knowledge, controls, and degree programs. In its broadest terms, online training essentially implies gaining information using guidance gave by means of the web. All the more explicitly, this training is recognized to be academic instead of self-chose. Social media sources are also helpful in learning, social media sources like Whats app, Youtube, Facebook, etc playing a vital role in the study nowadays. The Internet and the World Wide Web have rolled out noteworthy improvements to practically all parts of our lives going from a worldwide economy, individual, and expert systems to wellsprings of data, news, and learning. The Internet has made electronic learning possible, and various examiners and teachers are enthused about online making sense of how to overhaul and improve understudy learning results while battling the reduction in resources, particularly in cutting edge training. Students and teachers both are facing new challenges in teaching and learning now a day's not even in India but in the whole world.

The 21st century starts with a change in outlook in perspectives towards online instruction. Electronic inclining or supposed E-learning is a trendsetting innovation-based getting the hang of conveying instructive programs or preparing electronically. E-learning is amazingly adaptable instruction technique that can fit into any calendar and underscored on "Anytime, Anywhere, Anyone".

E-learning as "understanding" discovering that utilizes innovation to configuration, convey, select, control, bolster, and broaden the learning procedure. All

educational institutes have been closed in-country and the study of students is affected as well due to the lockdown. The emotional well-being of understudies is altogether influenced when confronted with general wellbeing crises, and they require consideration, help, and backing of the general public, families, and schools.. In order to overcome the mental problems, Universities can use Online Study Portal to act as a Support System for the students.

Classroom learning is communal and interactive for both teachers and students. The ability to represent a request, to grant an understanding, or to contrast with a point of view are focal learning works out. It is frequently through discussion, conversation, and discussion among understudies and instructors. Web-based learning requires changes by educators just as understudies for effective collaborations to happen. Web-based learning is organized yet has less teacher control which facilitates the members to overlook the conversation however online training has handled extreme inquiries and created models to make learning and showing compelling, energizing, and important. Over the most recent 20 years, with the progression in innovation, the autonomous examination has gotten progressively available for separation training understudies. The simplicity with which present-day interchanges advances can interface instructive establishments to homes, work- locales, and public venues has made school, grown-up training, and long-lasting learning matters of national arrangement.

LITERATURE DEVELOPMENT REVIEW & HYPOTHESIS

Lockdown in India

On 24 March 2020, country India has totally close down, Prime Minister Narendra Modi announced that lockdown for 21 days across the nation. 1.3 billion Population of India as a preventive measure against the COVID-19. It was allowed following a 14-hour willful open check-in time on 22 March 2020 followed by authorization of a progression of guidelines in the nation's COVID-19 influenced areas. The lockdown was set when the only 500 cases existed in the country.

Educational historical Background of India

Indians have always seen education as an essential thing in human life from the number of decades and centuries. The ancient education system prevailing in India is known as "GurukulShiksha" existed from Vedic age in this system "Shishyas" (students) were living in the Gurukuls with the "Guru" (Teacher) in the same place. All the students living in this kind of gurukuls were considered equal irrespective of their social standing and no one is allowed to take any kind of special privileges based on their wealth, birth (family), caste, or colure, etc. and there was no any kind of discrimination between them. In the relationship of guru and shishya no fees were

charged from any student. However, the student has to offer a gurudakshina which was a token of respect paid to the teacher. The main objective of gurukuls is to develop the knowledge and for this they train their students with yoga, meditation, and other standards for all-round development that helps them in survival and better living with spiritual consciousness. The classrooms were in the natural surroundings that keep students healthy and concentrated. This natural environment also keeps reminding them that like other animals the humans are also part of this nature. Unfortunately the modern system of education established by Lord Macauley in 1835 which is more commercial in nature rather than institutional. After Indian independence there are lots of reforms are done in different sectors for better transformation. However, in the education sector, there are no such reforms can be seen and the present system is much alike that established by Lord Maculey.

In the present time, it can be observed that there is a big need for reforms in the education system according to Indian requirements and world competitiveness. The new educational reforms should consider the features of Gurukul as well the modern technology and trend to impart knowledge in students. The knowledge of meditation, yoga, modern technologies, trends, and other relevant specialization will give students a better living with spiritual consciousness, healthy life, and global competitiveness in the field. This kind of education will develop innovative and creative thinking among the students that is for the betterment of the Indian and the whole world.

However today the whole world is in the trap of COVID19 and educational institutions locked but education is not. Every problem has some solution and in each problem, there are some hidden opportunities. Nowadays we can see online teaching-learning as a new system for education. We can say this is forced reform or compulsory reform in the education system. Online education removes so many barriers of the traditional system and this can be the one step towards the educational transformation. Therefore the study directed to know the system's potential in imparting value-based knowledge among students.

This study demonstrates the goal of whether the students are satisfied with online learning or not? A structured questionnaire has been framed for taking the responses of the students. Initially, some questions asked about their demographical profile like age, gender, location. Further, some questions were asked about the access of internet in their area, affordable expenses of internet, sufficient study material they have or not, which resource they more adopted to study, online classes are sufficient for covering syllabus or not, they got extra time in lockdown or not, lockdown provides them extra time to create new ideas, the pattern of study adopted in lockdown should be continued in future also like this. The study is focused on the objective to determine the impact of

various factors on the satisfaction of the students by online learning. In research methodology, multiple regressions have been used to find out the impact of various factors on each other. A prediction has also developed to attain the effect of coronavirus on the learning pattern of the students.

REVIEW OF LITERATURE AND HYPOTHESIS DEVELOPMENT

Sufficient study material

The HEI needs more specialized readiness itself with fundamental online instructive assets and preparing programs for the both educators and instructed; it's trying to challengeable to pursue in long term (Mishraet al., 2020). Dealing with the Covid-19 emergency is hard for business venture education HEI'S because of the requirement for useful and genuine models. This implies the utilization of enlarged reality and computerized reasoning is expected to recreate the genuine climate (Ratten, 2020). Online classes have effect of Attitude, educational plan, inspiration, innovation and preparing. Demeanor, inspiration and preparing emphatically affect online classes, then again two factors educational program and innovation adversely affect the online classes(Zia, 2020).

H1: Sufficient study material availability impact on student satisfaction.

User friendly resources

The outcomes show that 47% of respondents with defined universities accept their establishments did not have a perpetual or committed premises in the executive's office (Izumi et al., 2020). To handle the issues, government needs to additionally advance the development of the instructive data expressway, consider outfitting instructors and understudies with normalized locally situated instructing/learning hardware, lead online educator preparing, remember the improvement of enormous online training for the public key arrangement, and backing scholastic investigation into online education, particularly schooling to assist students with online learning challenges (Zhang et al., 2020). Proper counseling administrations ought to be accessible to help the psychological well-being and prosperity of students. Specialists should assume the liability of guaranteeing food and convenience for international students. Faculty members should grasp innovation and give cautious consideration to student experiences to make the learning rich and successful (Sahu, 2020).

H2: User friendly resources impact on student satisfaction.

Syllabus Covering

Online examination were acknowledged easily and low weight in contrast with offline examination and gender has a huge part in embracing on the online education with the perceptions that female students were more adoptable with online instruction as far as tasks, study patterns and comfort (Bisht et al., 2020). Despite the fact that life challenges were exacerbated by the pandemic, the online doctoral tutoring mentoring met paper related needs and upheld scholastic advancement in a Doctorate in Education degree program (Mullen, 2020). E-learning has gotten very famous among the understudies everywhere on the world especially, the lockdown time frame because of the COVID-19 pandemic (Radha et al., 2020).

H3: Syllabus covering during lockdown impact on student satisfaction.

Extra time

Instant help measures must be started and adjusted for the individuals who can drop through the breaks. Mid-and long term strategies systems are needed to settle and spur the economy during this recession (M et al., 2020). E-learning has become relatively well-liked among the students in all over the world particularly in the lockdown period due to the COVID-19 pandemic (Radha et al., 2020). Understudies' view of e-learning are to some degree productive; further, it can advance adaptability, offer personalization where students can pick their learning way and movement (Krishnapatria, 2020).

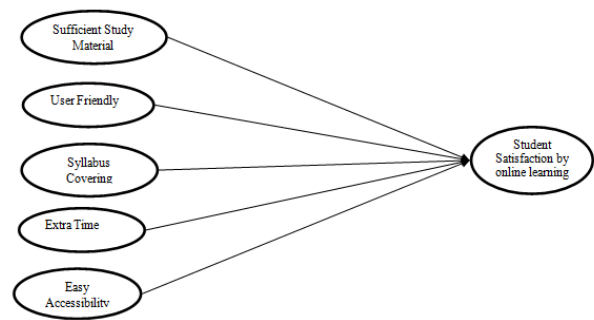
H4: Extra time during lockdown impact on student satisfaction.

Easy Accessibility

Online education has a only way to deliver education in the present situation of COVID19, but it is not the take the place of offline mode classes in which teacher and students bonding and interaction take place (Agarwal & Dewan). The fundamental stressors incorporate budgetary requirements, far off internet educating and vulnerability about the future with respect to scholastics and profession. Stressors are transcendently monetary requirements, distant web based learning, and vulnerability identified with their scholastic presentation, and future vocation possibilities (Sundarasan et al., 2020). The accomplishment of internet learning can be improved by furnishing guidance in a way reliable with every understudy's learning style (Zapalska & Brozik, 2006). Online tutor assume a key job and need to create 'the innovation of discussion' and skill in the plan of exercises, as a feature of their facilitator job (Thorpe, 2002).

H5: Easy accessibility impact on student satisfaction.

Research Model



OBJECTIVES OF THE STUDY

1. To identify the online learning factors with the help of existing literature.
2. To check the impact of online factors of online learning on satisfaction of the students in lockdown due to COVID19.

RESEARCH METHODOLOGY

- **Research design:** The study has followed descriptive research design.
- **Sampling Method:** Random sampling method has used for collection of the data.
- **Data collection:** For the accomplishment the objective, a structured questionnaire has been developed on Google forms and responses were collected on the basis of this questionnaire. 527 respondents gave their responses from various parts of India. Responses were taken from the students across the country.
- **Statistical Tool:** As a statistical technique for analyzing the data multiple regressions has used for checking the overall satisfaction of the students.
- **Assumptions of multiple regressions:** Dependent variable should be in continuous scale and independent data should be categorical form. Durbin Watson (1.5 - 2.5) for checking the auto corrections. No multi collinearity should be found in the independent variables.
- Most of the assumptions are found suitable in the data so multiple regressions have been used on the data for prediction.

Table-1: Descriptive Statistics

| | Mean | Standard Deviation | N |
|--|------|--------------------|-----|
| You are overall satisfied with E-learning | 2.98 | 1.079 | 527 |
| You have sufficient online study material to study in lock down. | 1.41 | .493 | 527 |
| Online recourses for learning are user friendly for you. | 3.31 | 1.042 | 527 |
| Online classes are sufficient for covering the syllabus. | 2.71 | 1.150 | 527 |
| Lockdown is beneficial for the students because they got extra time for study. | 2.80 | 1.149 | 527 |
| Online learning is easily accessible for you. | 1.30 | .458 | 527 |

Interpretations: As shown in above table mean and standard deviation has found of all variable. The arithmetic mean is the average of the numbers and calculates the central value of a set of numbers. Mean is found of first dependent variable and on the other hand least variable mean is 1.41. Standard deviation is a calculate of the degree of variation or depression of a series. A low standard deviation as in the above table of second (Std. deviation=.493) and sixth variable (std. deviation=.458) tend to be close to the mean of the set. On the other hand a high standard deviation predicts that the values are increase out of a wider range. As shown in above table first variable a high std deviation=1.079 spread a wider range in all variable.

Table-2: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .756 ^a | .571 | .567 | .710 | 2.039 |

Interpretations: Coefficient of correlation is represents by R, the value of R= .756 which represents the moderate relationship between dependent and independent variable. R² is known as coefficient of determination, which represents the percentage of variance of the dependent variable of the dependent variable, can be explained with the help of variations in the independent variable. In above table R- squared value is .571, this indicates that the explained variance of overall satisfaction is 57.1 percent and rest of the variance of overall satisfaction is unexplained. Adjusted R- Squared is .567, which represents the additional variable adjusted then it would be .567. Standard error of the estimate is .710.

Durbin Watson is a test for auto correction in the residuals from a statistical regression analysis. Durbin Watson value is found 2.039, a value of 2.0 means there is no auto correction detected in the sample. So there is no problem found of auto correction in the data.

Table-3: ANOVA

| Model | Sum of squares | df | Mean square | F | Sig. |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 349.821 | 5 | 69.964 | 138.673 | .000 ^a |
| Residual | 262.859 | 521 | .505 | | |
| Total | 612.679 | 526 | | | |

Interpretation: A multiple regression has run to predict overall satisfaction of the students from the independent variables they have sufficient online study material, friendly online resources, online classes are sufficient for covering the syllabus, students get extra time in lock down and online learning is easily accessible for you.

The variables are statistically significant predicted overall satisfaction, F (5, 125) =138.673, P<.05, R²=.571, all five variables additionally statistically considerably to the prediction, P<.05.

Table-4

Interpretations: Standardized beta indicates the Z score of Y on X and calculated slope coefficients are reported as standardized beta coefficients. In the above table – value of beta represents negative relationships between the variable and +value indicates the positive relation between the variables. Higher the value of beta between the variables indicates high relationship between the variables. Standardized beta is always used for the comparison between the each variable with constant variable.

Unstandardized beta is always use for the predictions, when the regression model is estimated on original observations of Y and X, the estimated coefficients are known as unstandardised slope coefficients. As shown in the above table unstandardized beta is -.055 represents on an average decrease in the first variable. In the second variable it will average increase by .292 and so on.

t- Statistic tests the null hypothesis that there is no significant impact of X on Y i.e. Beta=0. P value of t-statistic is less than 0.05, 95 % with confidence level, the null hypothesis cannot be accepted and significant effect of x and Y can be concluded. In above table T value is less than .5 in all the cases so it is concluded that there is significant effect of each variable on overall satisfaction of the students.

VIFs to identify correlations between the independent variables and consider the strength of the relationship VIF between 1 to 5 represents that moderate correlation between the independent variables so in the above table, all the values of VIF indicates between 1 to 5 and there is no need to resolvemulti co linearity problem exists in the variable.

Major findings: The main objectives to check the overall satisfaction of students by online learning in lock down. To meet the goals of the study a structured questionnaire has framed through the Google form and responses were taken of the university and colleges students across the country. 527 respondents has given their responses and random sampling method has been used as sampling method. The data were coded in excel, exported to SPSS for analysis and analysis done in SPSS. As statistical method multiple regression has been used to find the prediction. Assumptions of said

tool have checked and most of the assumptions found suitable on data.

- R= .756 which represents the moderate relationship between dependent and independent variable.
- R- squared value is .571, this indicates that the explained variance of overall satisfaction is 57.1 percent and rest of the variance of overall satisfaction is unexplained.
- Adjusted R- Squared is .567, which represents the additional variable adjusted then it would be .567.
- Durbin Watson value is found 2.039, a value of 2.0 means there is no auto correction detected in the sample. So there is no problem found of auto correction in the data.
- The variables are statistically significant predicted overall satisfaction, F (5, 125) =138.673, P<.05, R²=.571, all five variables added statistically significantly to the prediction, P<.05.
- Unstandardized beta is -.055 represents on an average decrease in the first variable. In the second variable it will average increase by .292, Which shows a good prediction.
- T value is less than .5 in all the cases so it is concluded that there is significant effect of each variable on overall satisfaction of the students.
- All the values of VIF indicate between 1 to 5 and there is no need to resolve multicollinearity problem exists in the variable.

Regression

| | | | |
|--|-----|---|--|
| Dependent Variable(y) | SOL | = | |
| Satisfaction from online learning | | | |
| Independent Variables(x) | ASM | = | |
| Availability of study material | | | |
| UFR = User friendly Resources | | | |
| CS = Covering Syllabus | | | |
| ET = Extra Time | | | |
| EA = Easily Accessibility | | | |
| $y = \alpha + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + \beta x_5 + e$ | | | |

SOL = 1 - 0.12ASM + 0.30UFR + 0.33CS + 0.17ET - 0.18EA

SUGGESTIONS AND CONCLUSIONS

The main objective of the study is to check the overall satisfaction of the students by online learning in lockdown due to COVID19. To meet this objective data were collected through questionnaires and to make data more meaningful and understandable analyzed through suitable statistical tools viz. regression, mean, standard deviation, and counts. The analyzed data indicates that the overall satisfaction of students by online learning mainly depends on five factors among them first and leading factor is syllabus covering capacity & offering that means students are syllabus focused and online classes that offer organized and

full syllabus covering courses are preferred by students and such courses satisfy them up to a certain extent. The second most important factor is user-friendly resources that means the resources offered by online mode must be simple and easily understandable and should not much complicated and vague. The third factor is easily accessible i.e. as we all know the proper internet affordability, availability, speed, and connectivity is the matter of concern among Indian students there for the organizations offering online classes must record their live sessions and upload or provide the same to the students so that students can access the lecture anytime anywhere and that results in their overall satisfaction from online learning. The fourth and fifth are the availability of extra time and study material; this shows that students should be provided enough time along with proper study material for preparation immediately after completion of online lectures or courses and enough time should be provided before the final or intermediate evaluation (exams/tests) of students; that frame students satisfaction from online learning up to an extent. The study concludes that the complete syllabus offering, user-friendly resource, ease of accessibility, availability of sturdy material, and enough time for preparation before evaluation results into overall satisfaction of students from online learning and therefore the educators, tutors, teachers, and professors providing online teaching through different online platforms must consider these five factors and frame courses and teaching plan accordingly.

FUTURE SCOPE OF THE STUDY

- The study further can be extended to explore the how online learning to prepare students ready for examination. Are they ready for examination after learning Online?
- To explore that university / Colleges students are further ready to continue the same pattern of study after lock down open.
- To know the impact of online learning effectiveness on students anxiety and depression level.

CONTRIBUTION TO ACADEMIC INSTITUTION

The study is very important for academic institutions, following recommendations will come out:

- Online study material provided by the institutions should be easily accessible.
- Online study material pattern should cover all the syllabus which is actually asking in examination by the examiners.
- Academic institutions should provide a common link by the students join on a common platform. The files and videos should easily accessible by student and they can use it a medium internet speed.
- Academic institutions should provide user friendly resources that means the resources

offered by online mode must be simple and easily understandable and should not much complicated and vague.

- Institutions may provide activities with the curriculum those will helpful to maintain student's mental level fit.

Online study pattern is a easy pattern of learning by this a student can learn at home so it should be more easy and convenient for the student to adopt it.

LIMITATIONS OF THE STUDY

The study has conducted from only one country India, further more countries could taken because lockdown is facing all most of the countries in the world. Secondly study is limited up to 527 samples; the samples can be increases for better results. Thirdly as a technique multiple regression has used for analysis, further more analytical tools can be used for the better scope. Furthermore this study is focusing on online teaching; it could be checked in tourism, medical and many more industries. Last limitation which we found in this study that very less review of literature found on COVID 19 because the situation is exist in 2020.

FUTURE FORWARD

The online teaching-learning system can be supplementary but cannot be an alternative to classroom teaching. Looking to the current scenario it's advisable to use it a temporary basis but not permanently. It can be one of the good modern educational tools that can be used by the teachers. However, the developing countries the peoples residing in rural areas not have proper access to high-speed internet. Policymakers should notice that more than 50% (4 Billion) peoples across the world do not have proper internet access and mostly from developing countries. Apart from this, the online mode snitches the happy and joyful environment of school/college. Long sitting in front of devices can lead to stress or eye problems. This has a lack of interaction and informal talks between students as it is more formal, punctual, and a lack of human touch. Every person in his life makes friends in school and colleges. They also share happiness and feeling with them. The school days and college days are always a good memory for every person and almost all remember their days of education and memories with teachers and friends. The students learn so many things apart from only formal education when he/she goes to school or college. The traditional teaching-learning and environment is good for students not only in learning but also for their mental health, physical health and exposure to the real-world outside device.

MPTACPTA Model: Transforming Students into Flawless Human Forces

1. Mental Fitness
2. Physical Fitness
3. Technological Fitness

4. Availability of Reasonable Time
5. Competitive Fitness
6. Preeminent & Paragon
7. Trend Fitness
8. Adaptive Fitness

Proposed Model for Transforming Students into Flawless Human Forces

The main objective of educational institutions should be of transforming students into flawless human forces. These human forces will be the greatest wealth to this society & earth. For this purpose the education system should be so reframed that the following eight distinct abilities can be developed among students:

1. **Mental Fitness:** The first and most important development in the student is to control the mental thoughts and focus them in a concentrated direction. For this spiritual knowledge, yoga, holy books, and the mythological knowledge are to be provided to them in a proper direction. Thus, their thinking ability, emotions, and behavior will be guided with some specific set of principles in life.
2. **Physical Fitness:** The most famous saying "health is wealth" again proved in this pandemic time. Therefore the education system should teach students about the importance of exercise & yoga in human life and they should be part of routine activities. The specific knowledge and practice should be provided on a regular basis for the same.
3. **Technological Fitness:** They should ensure that each and every student must be aware and friendly with the basic technological knowledge in general and advanced knowledge in his field.
4. **Availability of Reasonable Time:** The students should be properly guided about the time management, being too much busy in work is not at all advisable. Nowadays looking to the world it seems that people are working all day and night but the work is not able to give you mental stability happiness all the time. We should not forget that humans are social animals. Therefore a person must have a proper time schedule that balances between social and working life.
5. **Competitive Fitness:** The proper knowledge of the relevant field and subject should be provided to the student with practical work or internship or project. So that he/she will be fit and able to meet the requirement needed at the workplace.
6. **Preeminent & Paragon:** The identification or development of specialized qualities in a particular subject according to his/her interest and ability. To make them preeminent in their specialized area of

interest and make them paragon in specific work.

7. **Trend Fitness:** A person should be educated in such a way that he should not be too rigid that he/she ignores the trend rather than this he/she should be aware of prevailing trends & able to set proper trends across the world for the betterment of society.
8. **Adaptive Fitness:** The feeling of being superior may make a person rigid for his activities/beliefs/thoughts. Therefore he/she should be properly guided that the adoption of thoughts or things which are for betterment of the life & society should be adopted. With the change in time and requirements, the changes should be entered into human life as well as in the education system.

The ultimate goal of all should be better living for all, the betterment of society, the betterment of the nation, the betterment of the world, the betterment of the globe, and the betterment of the whole universe.

REFERENCES

1. Agarwal, S., & Dewan, J. (2020). An Analysis of the Effectiveness of Online Learning in Colleges of Uttar Pradesh during the COVID 19 Lockdown. In xajzkjdx.cn. Retrieved November 3, 2020, from <https://nptel.ac.in/>
2. Bisht, R. K., Jasola, S., & Bisht, I. P. (2020). Acceptability and challenges of online higher education in the era of COVID-19: a study of students' perspective. *Asian Education and Development Studies*, ahead-of-print(ahead-of-print). <https://doi.org/10.1108/AEDS-05-2020-0119>
3. Izumi, T., Sukhwani, V., Surjan, A., & Shaw, R. (2020). Managing and responding to pandemics in higher educational institutions: initial learning from COVID-19. *International Journal of Disaster Resilience in the Built Environment*. <https://doi.org/10.1108/IJDRBE-06-2020-0054>
4. Krishnapatria, K. (2020). FROM "lockdown" to letdown: students' perception of e-learning amid the covid-19 outbreak. *ELT in Focus*, 3(1). <https://doi.org/10.35706/eltinf.v3i1.3694>
5. M, S. K., V, M., J, P., M, P., P, J., P, S., Benjula Anbu, B. A. M., & Jothikumar, R. (2020). Social economic impact of COVID-19 outbreak in India. *International Journal of Pervasive Computing and Communications*. <https://doi.org/10.1108/IJPCC-06-2020-0053>
6. Mishra, D. L., Gupta, D. T., & Shree, D. A. (2020). Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic. *International Journal of Educational Research Open*, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
7. Mullen, C. A. (2020). Online doctoral mentoring in a pandemic: help or hindrance to academic progress on dissertations? *International Journal of Mentoring and Coaching in Education*. <https://doi.org/10.1108/IJMCE-06-2020-0029>
8. Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective. *International Journal of Control and Automation*, 13(4), 1088–1099. <https://www.academia.edu/download/64029090/covid-pandemic-scopus.pdf>
9. Ratten, V. (2020). Coronavirus (Covid-19) and the entrepreneurship education community. *Journal of Enterprising Communities*. <https://doi.org/10.1108/JEC-06-2020-0121>
10. Sahu, P. (2020). Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. *Cureus*. <https://doi.org/10.7759/cureus.7541>
11. Sundarasan, S., Chinna, K., Kamaludin, K., Nurunnabi, M., Mohammad Baloch, G., Khoshaim, H. B., Far, S., Hossain, A., & Sukayt, A. (2020). Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations. *Mdpi.Com*. <https://doi.org/10.3390/ijerph17176206>
12. Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak. *Journal of Risk and Financial Management*, 13(3), 55. <https://doi.org/10.3390/jrfm13030055>
13. Zia, A. (2020). Exploring factors influencing online classes due to social distancing in COVID-19 pandemic: a business students perspective. *International Journal of Information and Learning Technology*. <https://doi.org/10.1108/IJILT-05-2020-0089>
14. Bayrakdar, S., & Guveli, A. (2020). Inequalities in home learning and schools' provision of distance teaching during school closure of COVID-19 lockdown in the UK Non-Technical Summary. www.iser.essex.ac.uk
15. Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, 287, 112934. <https://doi.org/10.1016/j.psychres.2020.112934>
16. Dutta, A. (2020). Impact of Digital Social Media on Indian Higher Education: Alternative Approaches of Online Learning during COVID-19 Pandemic Crisis. *International Journal of Scientific and Research Publications*, 10(5), 604. <https://doi.org/10.29322/IJSRP.10.05.2020.p10169>
17. Dziuban, C., Moskal, P., Thompson, J., Kramer, L., Decantis, G., & Hermsdorfer, A. (2020). Student Satisfaction with Online Learning: Is it a Psychological Contract? In

- ERIC. Retrieved November 21, 2020, from <https://eric.ed.gov/?id=EJ1062943>
18. Izumi, T., Sukhwani, V., Surjan, A., & Shaw, R. (2020). Managing and responding to pandemics in higher educational institutions: initial learning from COVID-19. *International Journal of Disaster Resilience in the Built Environment*. <https://doi.org/10.1108/IJDRBE-06-2020-0054>
 19. Kim, S. H., Choi, G. W., & Jung, Y. J. (2020). Design principles for transforming making programs into online settings at public libraries. *Information and Learning Science*, 121(7–8), 619–630. <https://doi.org/10.1108/ILS-04-2020-0110>
 20. Krishnapatria, K. (2020). FROM “LOCKDOWN” TO LETDOWN: STUDENTS’ PERCEPTION OF E-LEARNING AMID THE COVID-19 OUTBREAK. *ELT in Focus*, 3(1). <https://doi.org/10.35706/eltinf.v3i1.3694>
 21. Mishra, D. L., Gupta, D. T., & Shree, D. A. (2020). Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic. *International Journal of Educational Research Open*, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
 22. Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective. *International Journal of Control and Automation*, 13(4), 1088–1099. <https://www.academia.edu/download/64029090/covid-pandemic-scopus.pdf>

Corresponding Author

Mr. Manoj Bansal*

Research Scholar, School of management studies,
Punjabi University, Patiala, India

Email: manojgeetu1@gmail.com